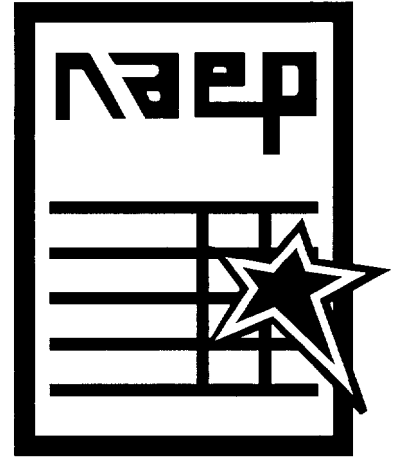


**THE NATION'S  
REPORT  
CARD**



**1994 Assessment  
GEOGRAPHY-PUBLIC RELEASE  
Grade 4**

**Number of Items: 43**

## SECTION 3

C Section 3

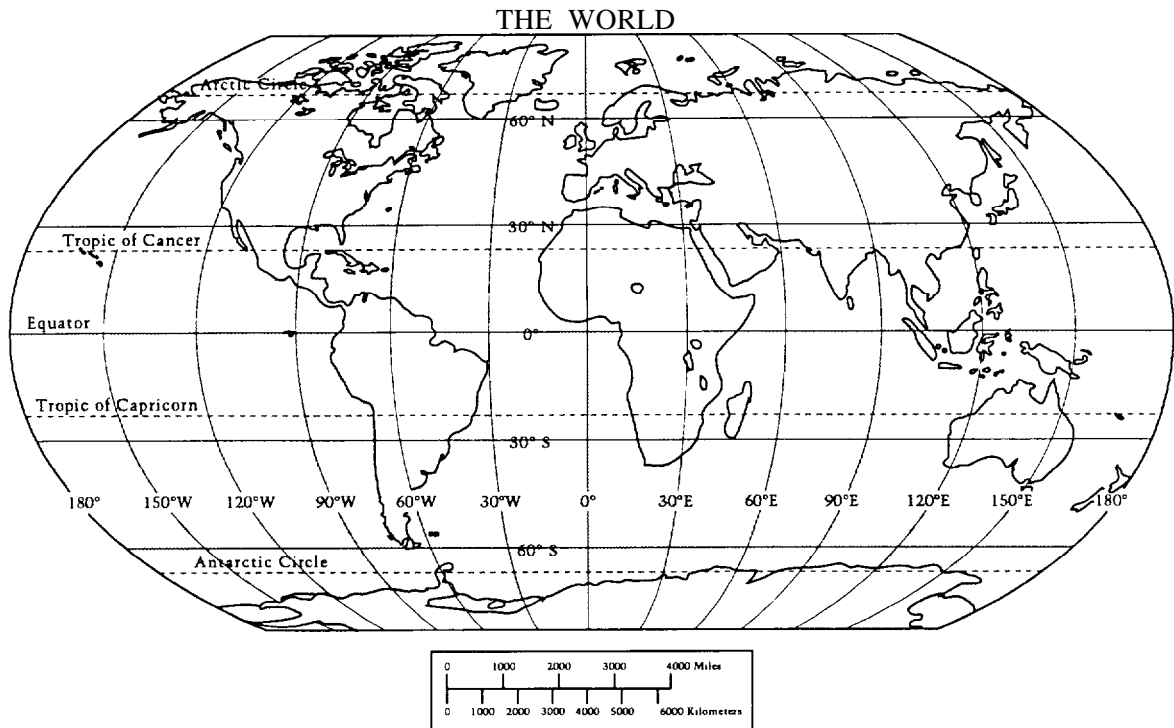
In this section, you will have 25 minutes to answer 14 questions. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given colored pencils for use on some of the questions. Only use the colored pencils if a specific question tells you to. You have also been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

Questions 1-4 are based on the following map.

KJ000657



1. Use your colored pencils. On the map above:

- color Australia blue
- color South America yellow
- color North America green
- color Asia red

BO001923

2. About how wide is Africa at its widest point from west to east?

- A 650 miles
- B 1,500 miles
- C 3,500 miles
- D 7,000 miles

KJ000658

3. A ship carrying cars directly from Japan to Australia travels in which direction?

- A North
- B South
- C East
- D West

KJ000660

4. Imagine that you are the captain of a ship. You want to sail directly from the eastern coast of North America to Europe.

Directly on the map do the following:

1. Draw an arrow on the map showing your route to Europe.
2. Write the name of the ocean you cross.

KJ000672

5. Some people in Green County want to make their airport larger. The people who live near the airport are against this, probably because they are concerned about

- A highway safety
- B water pollution
- C noise pollution
- D global warming

KJ000697

6. Describe two ways in which an increase in the use of cars can affect the environment.

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KJ000702

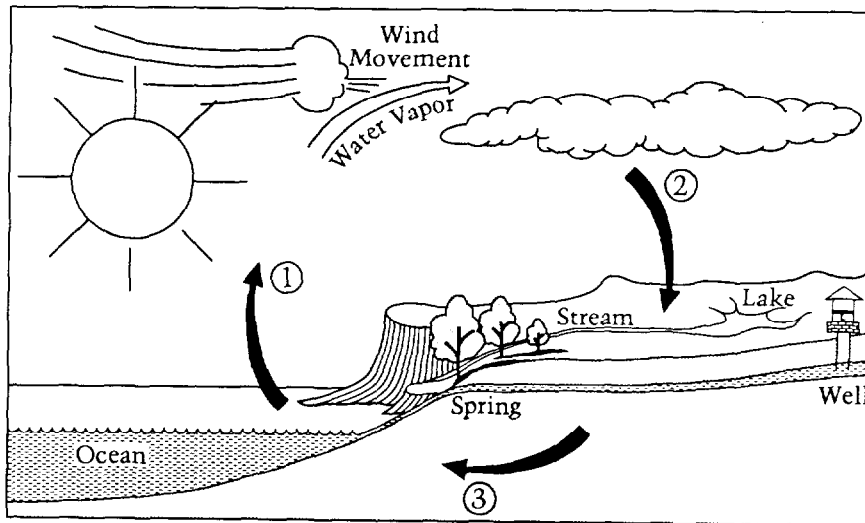
7. Which landforms were most likely created by the eruption of volcanoes?

- A Plains
- B Mountains
- C Canyons
- D Deltas

KJ000706

Questions 8-9 are based on the picture below.

KJ000725



8. What does number 1 on the picture show?

- A Evaporation
- B Rain
- C Condensation
- D Erosion

BO001932

9. What would be the best title for this picture?

- A The Tides
- B The Water Cycle
- C The Seasons
- D Ocean Currents

BO001933

**10.** Which religion is practiced by most of the people in the United States?

- A** Islam
- B** Judaism
- C** Hinduism
- D** Christianity

KJ000662



**11.** On the map above, write the names of the North Pole, the South Pole, and the equator in the correct location.

KJ000664

12. 1) In the box below, draw a map of an island.

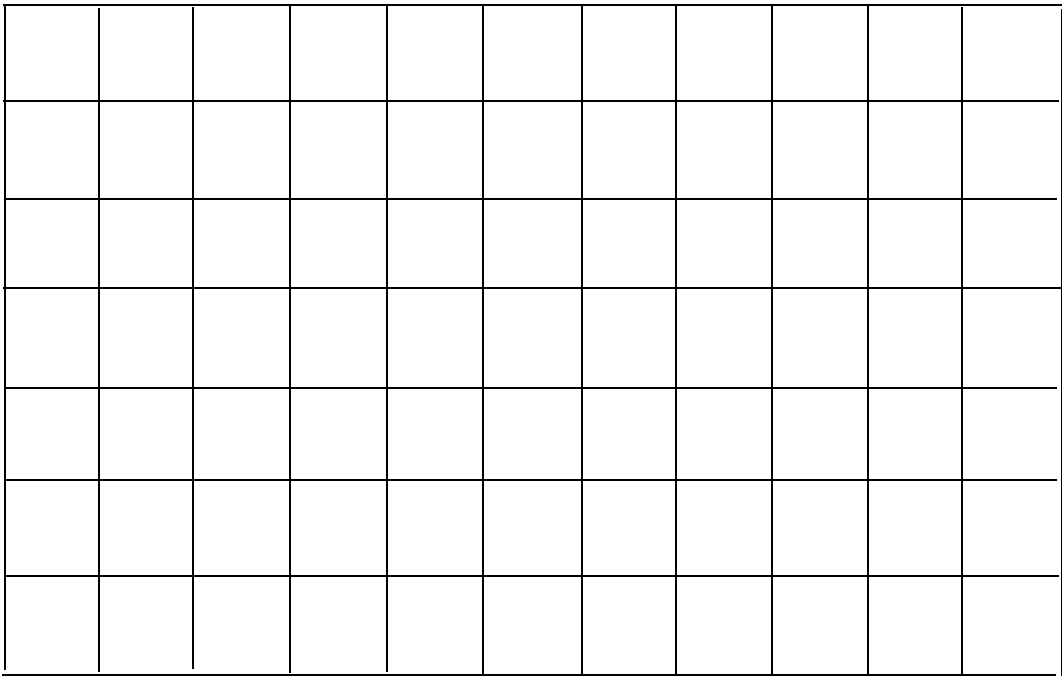
2) On the island, put in the following details:

- Mountains along the west coast
- A lake in the north
- Houses along the east coast
- Forests in the south


Be sure to use the symbols shown in the key below.

Use your colored pencils to help you draw the map.


KJ000747




Key:




Mountains



Lake



Houses



Forests

N

W ← → E

↓

Q1G3

Page 7

GO ON TO THE NEXT PAGE



13. Most air and water pollution is caused by

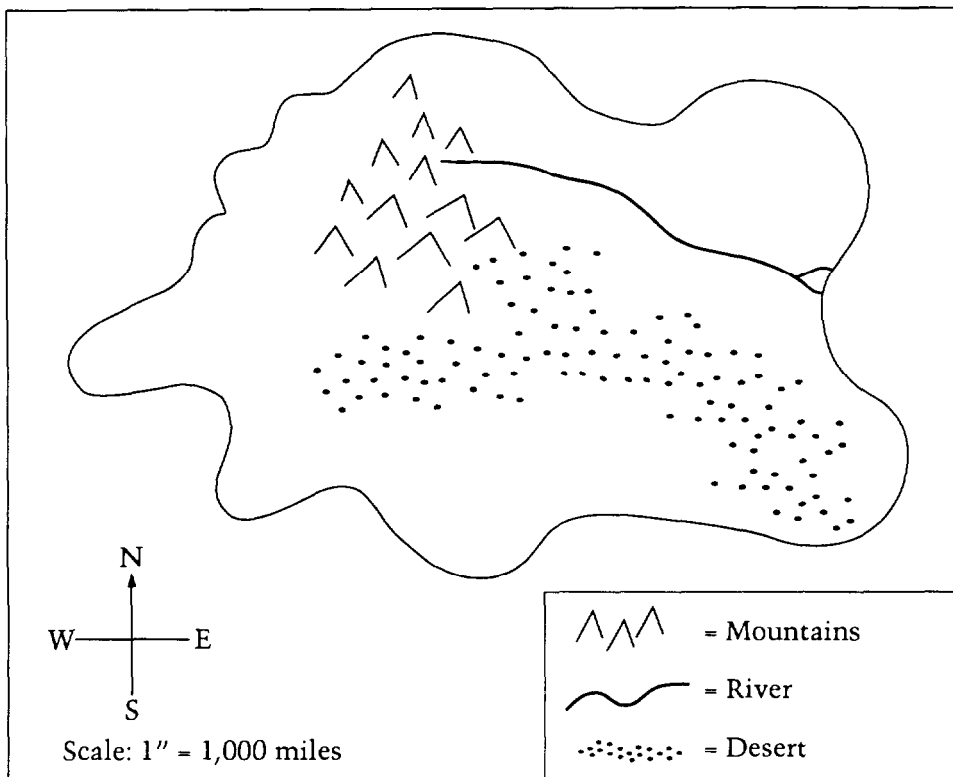
A ocean currents

B people

C earthquakes

D animals

KJ000704



14. Divide the imaginary continent shown above into three countries. The boundaries of these countries should follow the natural features of the continent. Use your colored pencils to draw in the country boundaries and then shade in the three countries in different colors.

KJ000668



## **NAEP WORLD GEOGRAPHY CLASSIFICATION CODES**

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

**Field 1: AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

**Field 2: CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

**Field 3: SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4: **COGNITIVE LEVEL**

KNOW	Knowing
UNDER	Undemanding
APPLY	Applying

Field 5: **RESPONSE TYPE**

MC	Multiple Choice
SA	Short Constructed-Response
EA	Extended Constructed-Response

Field 6: **RESPONSE FORM**

NA	Not Applicable; Multiple Choice
WRIT	Written Response
PROD	Production
COMB	Combination of Written/Production

Field 7: **STIMULUS TYPE**

MAP	Map
GLOBE	Globe
CHART	Graph/Chart
TABLE	Table
PHOTO	Photograph
ATLAS	Atlas
TEXT	Text
COMBO	Combination
OTHER	Other Stimulus

# 1994 Geography Items

GRADE: 04

BLOCK: 25G3

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE STATUS
1A	G007001	WOULD MAP: IDENTIFY CONTINENTS OE		1	1	0.598	P
2	G007002	WORLD MAP: WIDTH OF AFRICA MC	3	1	1	0.380	P
3	G007003	WORLD MAP: DIRECTION BETW 2 COUNTRIES MC	2	1	1	0.530	P
4A	G007004	WORLD MAP: IDENTIFY ROUTE AND OCEAN OE		1	1	0.545	P
5	G007101	CONCERNS ABOUT ENLARGING AIRPORT MC	3	2	2	0.506	P
6A	G007201	EFFECT OF CARS ON ENVIRONMENT OE		2	2	0.520	P
7	G007301	LANDFORMS CREATED BY VOLCANOES MC	2	2	1	0.506	P
8	G007401	IDENTIFICATION OF PART OF WATER CYCLE MC	1	2	1	0.683	P
9	G007402	TITLE OF PICTURE OF WATER MOVEMENT MC	2	2	2	0.794	P
10	G007501	RELIGION OF MOST U.S. PEOPLE MC	4	1	1	0.584	P
11A	G007601	IDENTIFY POLES AND EQUATOR ON MAP OE		1	1	0.739	P
12A	G007701	DRAW ISLAND MAP GIVEN FEATURES OE		1	3	0.737	P
13	G007801	CAUSE OF AIR AND WATER POLLUTION MC	2	2	1	0.783	P
14A	G007901	DIVIDE CONTINENT INTO 3 COUNTRIES OE		3	2	0.498	P

**Content:** 1 = Space & Place  
 2 = Environment & Society  
 3 = Spatial Dynamics & Connections

**Process:** 1 = Knowing  
 2 = Understanding  
 3 = Applying

Item Number:	1	Accession	Number:	BO001923		
Key:	NONE					
Classification Codes:						
1	I	A	KNOW	E A	PROD	MAP
Item Number:	2	Accession	Number:	KJ000658		
Key:	C					
Classification Codes:						
1	I	B	KNOW	MC	NA	NA
Item Number:	3	Accession	Number:	KJ000660		
Key:	B					
Classification Codes:						
1	I	B	KNOW	MC	NA	MAP
Item Number:	4	Accession	Number:	KJ000672		
Key:	NONE					
Classification Codes:						
1	I	B	KNOW	SA	PROD	MAP
Item Number:	5	Accession	Number:	KJ000697		
Key:	C					
Classification Codes:						
1	II	B	UNDER	MC	NA	NA
Item Number:	6	Accession	Number:	KJ000702		
Key:	NONE					
Classification Codes:						
1	II	B	UNDER	SA	WRIT	NA
Item Number:	7	Accession	Number:	KJ000706		
Key:	B					
Classification Codes:						
1	I	C	KNOW	MC	NA	NA
Item Number:	8	Accession	Number:	BO001932		
Key:	A					
Classification Codes:						
1	II	A	KNOW	MC	NA	CHART
Item Number:	9	Accession	Number:	BO001933		
Key:	B					
Classification Codes:						
1	II	A	UNDER	MC	NA	CHART

Item Number:	10	Accession	Number:	KJ000662		
Key:	D					
Classification Codes:						
1	I	D	KNOW	MC	NA	NA
Item Number:	11	Accession	Number:	KJ000664		
Key:	NONE					
Classification Codes:						
1	I	A	KNOW	SA	COMB	GLOBE
Item Number:	12	Accession	Number:	KJ000747		
Key:	NONE					
Classification Codes:						
1	I	B	APPLY	EA	COMB	OTHER
Item Number:	13	Accession	Number:	KJ000704		
Key:	B					
Classification Codes:						
1	II	B	KNOW	MC	NA	NA
Item Number:	14	Accession	Number:	KJ000668		
Key:	NONE					
Classification Codes:						
1	III	A	UNDER	SA	PROD	MAP

Q1G3 -- World Map

Item Number: NONE

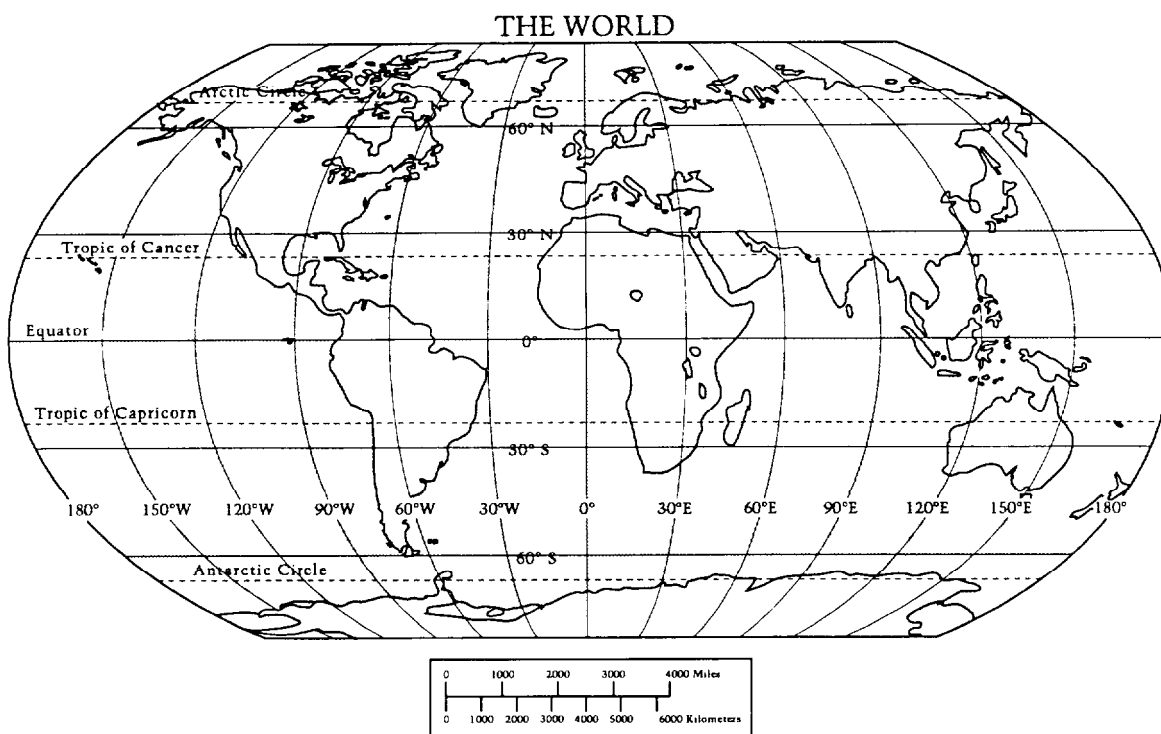
Key: NONE

Accession Number: KJ000657

Classification Codes:

1 NA NA NA NA NA MAP

Questions 1-4 are based on the following map.





Item Number: 1

Key: NONE

Accession Number: BO001923

Classification Codes:

1 I A KNOW EA PROD MAP

Use your colored pencils. On the map above:

color Australia blue  
color South America yellow  
color North America green  
color Asia red

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates ability to identify continents on a world map.

- 4 - Complete.** The response correctly shows the location of the four continents and identifies them correctly by means of coloring.
- 3 - Essential.** The response correctly shows the location of three of the four continents and identifies them correctly by means of coloring.
- 2 - Partial.** The response correctly locates one or two of the continents and identifies them correctly by means of coloring.
- 1 - Inappropriate.** The response locates no continents correctly.

NB : Asia - must include Asia Minor, Arabian Peninsula  
(can go up to 45° E i.e., Eastern edge of Black Sea)

N. America - with or without Greenland  
(Tropic of Cancer and dividing line can be anywhere between the border of Columbia  
(bottom of Isthmus) OR can exclude central America completely)

Australia - with or without New Zealand, Tasmania, New Guinea

S. America - bottom of Isthmus, or 1/2 way between Yucatan Peninsula and Northern  
border of Columbia

Item Number: 4      Key: NONE      Accession Number: KJ000672

Classification Codes:

1      I      B      KNOW      SA      PROD MAP

Imagine that you are the captain of a ship. You want to sail directly from the eastern coast of North America to Europe.

Directly on the map do the following:

1. Draw an arrow on the map showing your route to Europe.
2. Write the name of the ocean you cross.

Rationale Text:

Scoring Guide

Scoring Rationale: Using an outline map of the world, student is able to draw a line showing a route from the east coast of North America to Europe and recognize the ocean crossed as the Atlantic.

- 3 - Complete.** The response correctly shows a route east from North America to Europe and labels the Atlantic Ocean.
- 2 - Partial.** The response either correctly shows a route east from North America to Europe, or labels the Atlantic Ocean.
- 1 - Inappropriate.** The response does not correctly show a route or label the Atlantic Ocean.

NB: Acceptable routes may have no arrow head, an arrow head either end, or an arrow head pointing east. An arrow head pointing west only is unacceptable.

Item Number: 6

Key: NONE

Accession Number: KJ000702

Classification Codes:

I II B UNDER SA WRIT NA

Describe two ways in which an increase in the use of cars can affect the environment.

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates understanding of impact of car use on the environment.

- 3 - Complete.** The response correctly identifies two effects of cars on the environment. Correct answers may include those on the list given or some other appropriate answer.
- 2 - Partial.** The response correctly identifies one effect of cars on the environment. Correct answers may include those on the list given or some other appropriate answer. A second effect, if present, is incorrect or trivial. For example, “cars help the environment since less people walk or are outdoors.”
- 1 - Inappropriate.** The response does not correctly identify any effect of cars on the environment.

Credited Response could include:

- cause noise pollution
- cause air pollution
- destroy natural environment (construction of roads, bridges, etc.)
- use scarce natural resources
- greater numbers of cars increase the demand for oil, thus increasing the possibilities for tanker oil spills (ocean pollution)
- depletion of oil supplies

Not acceptable:

- it can pollute it
- global warming

Item Number: 11

Key: NONE

Accession Number: KJ000664

Classification Codes:

1

I

A

KNOW

SA

COMB

GLOBE



On the map above, write the names of the North Pole, the South Pole, and the equator in the correct location.

Rationale Text:  
Scoring Guide

Scoring Rationale: Student locates and correctly labels the North Pole, South Pole, and the equator on a map showing the Western hemisphere.

- 3 - Complete.** The response correctly labels all three features on the map.
- 2 - Partial.** The response correctly identifies the location of one or two features on the map.
- 1 - Inappropriate.** The response does not correctly locate any of the three features.

Credited Responses:

- the North Pole at the top of the map
- the South Pole at the bottom of the map
- the Equator in the map's center.

Item Number: 12

Key: NONE

Accession Number: KJ000747

Classification Codes:

1 I B APPLY EA COMB OTHER

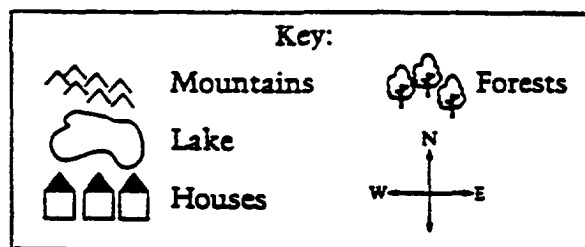
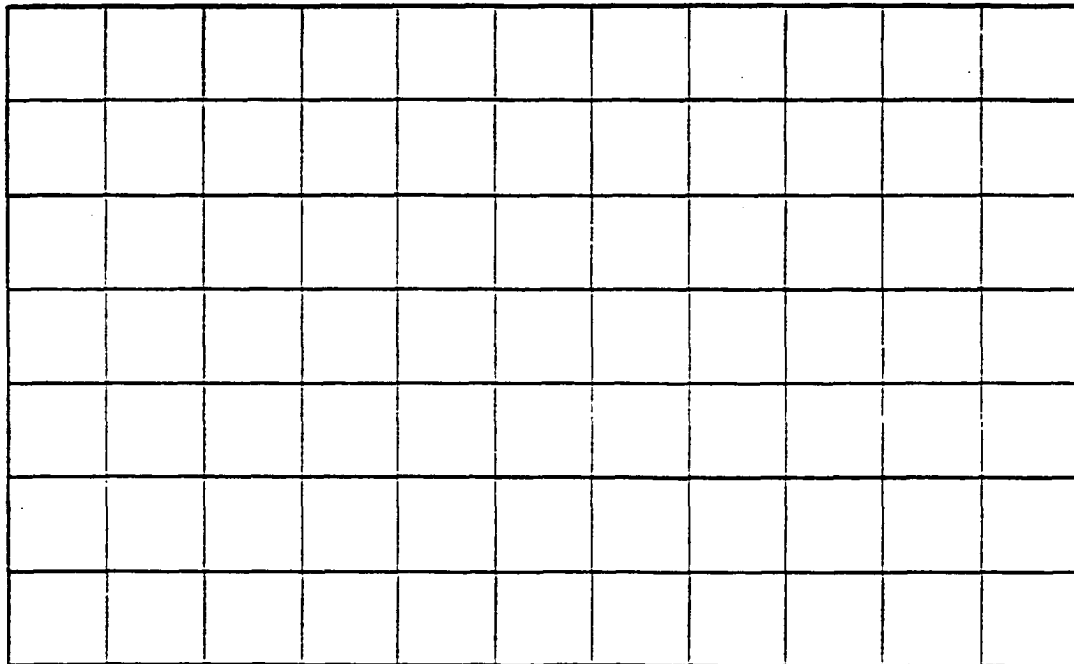
1) In the box below, draw a map of an island.

2) On the island, put in the following details:

- Mountains along the west coast
- A lake in the north
- Houses along the east coast
- Forests in the south

Be sure to use the symbols shown in the key below.

Use your colored pencils to help you draw the map.



Rationale Text:  
Scoring Guide

Scoring Rationale: Student demonstrates knowledge of the meaning of “island”, and direction by drawing a map and adding required details.

For ease of scoring an imaginary pair of intersecting lines may be thought to run through the island in such a way that one line runs north to south, bisecting the island into eastern and western halves, and the other line runs east to west, bisecting the island into northern and southern halves.

- 4 - Complete.** The response indicates all of the elements given below.
- 3 - Essential.** The response indicates three or four of the elements given below.
- 2 - Partial.** The response indicates one or two of the elements given below.
- 1 - Inappropriate.** The response does not include any of the elements given below.

Credited Responses:

- A - the perimeter of the island is enclosed by a continuous line which may be smooth or jagged or a combination of both.
- B - mountains to the west (left) of the imaginary vertical (north to south) line, as close to the western perimeter as possible
- C - lake constructed anywhere within the perimeter north (above) of the imaginary horizontal (east to west) line
- D - houses to the east (right) of the vertical (north to south) line, as close to the eastern perimeter as possible
- E - forest constructed anywhere within the perimeter south (below) of the imaginary horizontal (east to west) line

NB: If the island is drawn separately from the symbols but they are placed correctly, a score of 3 will be given.

Item Number: 14

Key: NONE

Accession Number: KJ000668

Classification Codes:

1

III

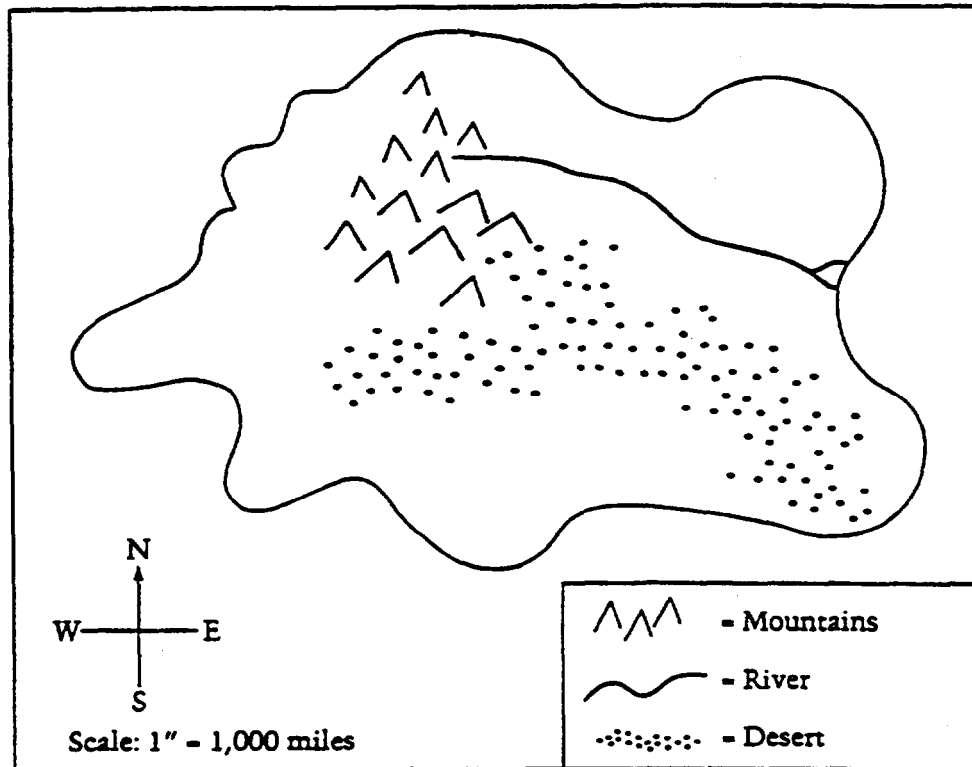
A

UNDER

SA

PROD

MAP



Divide the imaginary continent shown above into three countries. The boundaries of these countries should follow the natural features of the continent. Use your colored pencils to draw in the country boundaries and then shade in the three countries in different colors.



Rationale Text:  
Scoring Guide

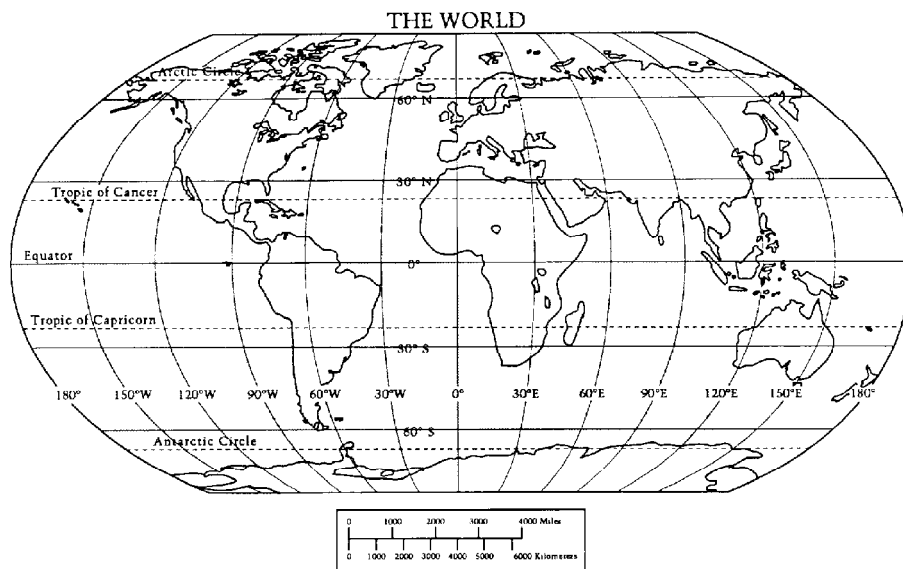
Scoring Rationale: Student demonstrates ability to identify natural features and use them as country boundaries on a map.

- 3 - Complete.** The response correctly places three boundaries that follow the natural features of the continent and defines three and only three countries. The countries must be colored in. Some leeway is allowed for arbitrary decisions involving the end of the mountain range or desert.
- 2 - Partial.** The response places only one boundary that correctly follows the features of the landscape, and colors in the country, or response is correct but a section of land is left outside the 3 countries, or response is correct but the countries are not completely colored in.
- 1 - Inappropriate.** The response does not correctly place any of the boundaries.

NB: Merely identifying (or shading) mountain range or desert does not satisfy requirement for a country.

## Student Sample Responses

**Questions 1-4** are based on the following map.



1. Use your colored pencils. On the map above:

- color Australia blue
- color South America yellow
- color North America green
- color Asia red

A “Complete” response to this extended constructed-response question correctly located all four of the continents: Australia, South America, North America, and Asia. An “Essential” response located three of the four continents correctly. A “Partial” response located only one or two of the four continents, and an “Inappropriate” response located none of the four continents correctly. A continent was considered incorrectly located if the colored-in area included substantial areas that were definitely not part of the continent.

## Student Sample Responses

4. Imagine that you are the captain of a ship. You want to sail directly from the eastern coast of North America to Europe.

Directly on the map do the following:

1. Draw an arrow on the map showing your route to Europe.
2. Write the name of the ocean you cross.

A “Complete” response to this extended constructed response question correctly showed a route east from North America to Europe and labels the Atlantic Ocean. A “Partial” response either correctly labeled a route east from North America to Europe, or labeled the Atlantic Ocean. An “Inappropriate” response did not correctly show a route or label the Atlantic Ocean.

Student Sample Responses

6. Describe two ways in which an increase in the use of cars can affect the environment.

If we use more cars we will need to use a lot of gas and there will be a lot of smoke which cause air-pollution

Level:

Complete (3)

6. Describe two ways in which an increase in the use of cars can affect the environment.

Some can give out smoke and they blow up sometimes.

Level:

Partial (2)

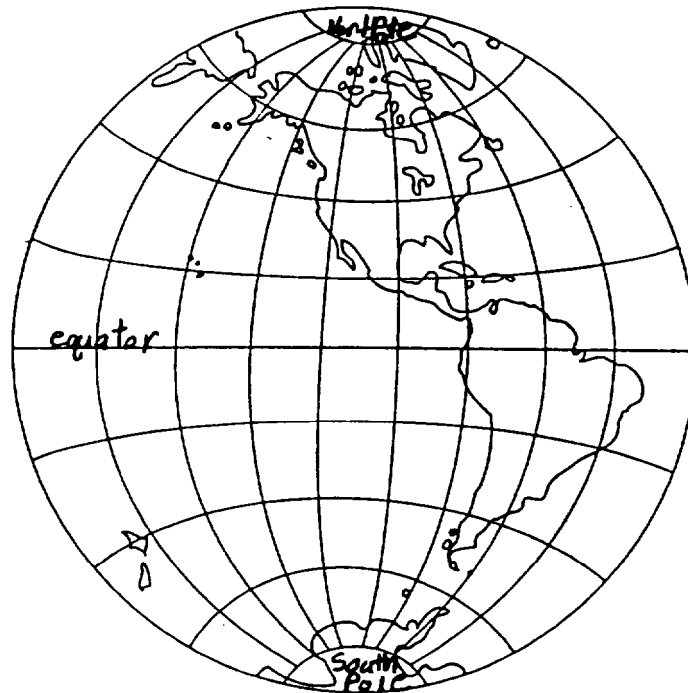
6. Describe two ways in which an increase in the use of cars can affect the environment.

truck  
car

Level:

Inappropriate (1)

Student Sample Responses

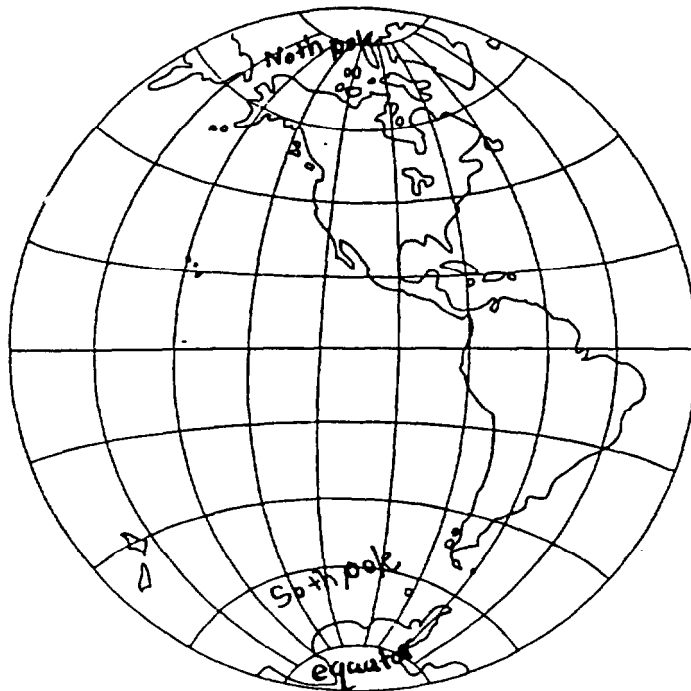


11. On the map above, write the names of the North Pole, the South Pole, and the equator in the correct location.

Level:

Complete (3)

Student Sample Responses

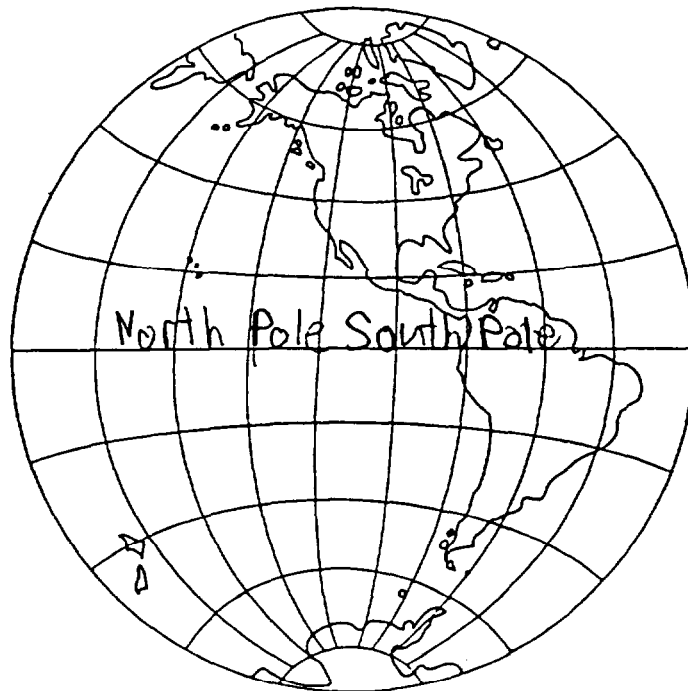


11. On the map above, write the names of the North Pole, the South Pole, and the equator in the correct location.

Level:

Partial (2)

Student Sample Responses



11. On the map above, write the names of the North Pole, the South Pole, and the equator in the correct location.

**Level:**

**Inappropriate (1)**

## Student Sample Responses

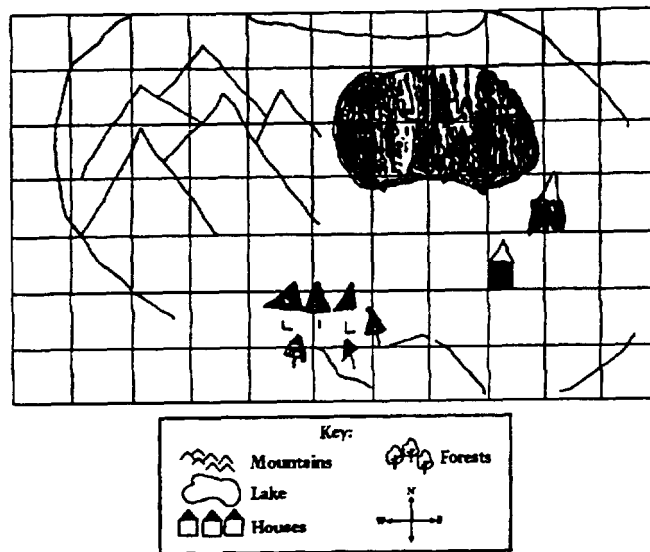
12. 1) In the box below, draw a map of an island.

2) On the island, put in the following details:

- Mountains along the west coast
- A lake in the north
- Houses along the east coast
- Forests in the south

Be sure to use the symbols shown in the key below.

Use your colored pencils to help you draw the map.



Level:

Complete (4)



## Student Sample Responses

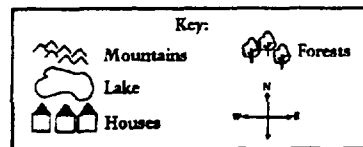
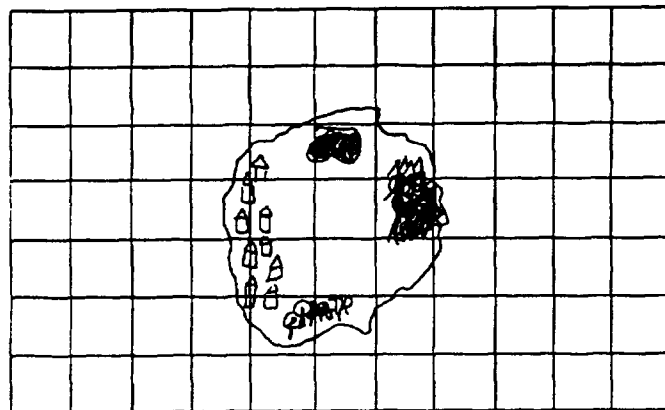
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- Forests in the south

Be sure to use the symbols shown in the key below.

Use your colored pencils to help you draw the map.



Level:

Essential (3)

## Student Sample Responses

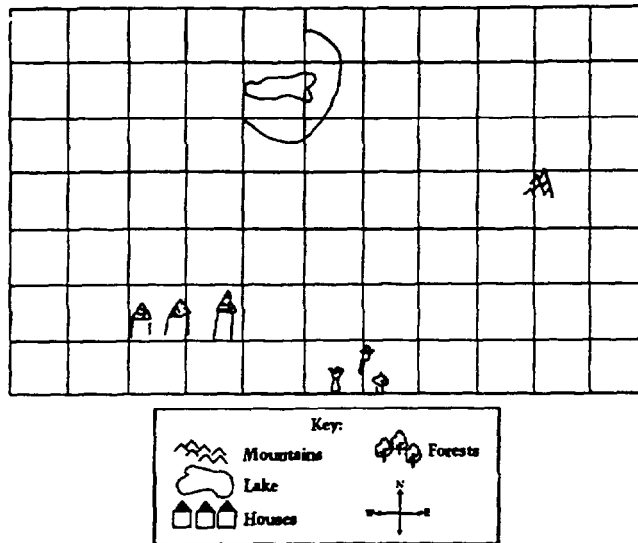
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2) On the island, put in the following details:

- Mountains along the west coast
- A lake in the north
- Houses along the east coast
- Forests in the south

Be sure to use the symbols shown in the key below.

Use your colored pencils to help you draw the map.



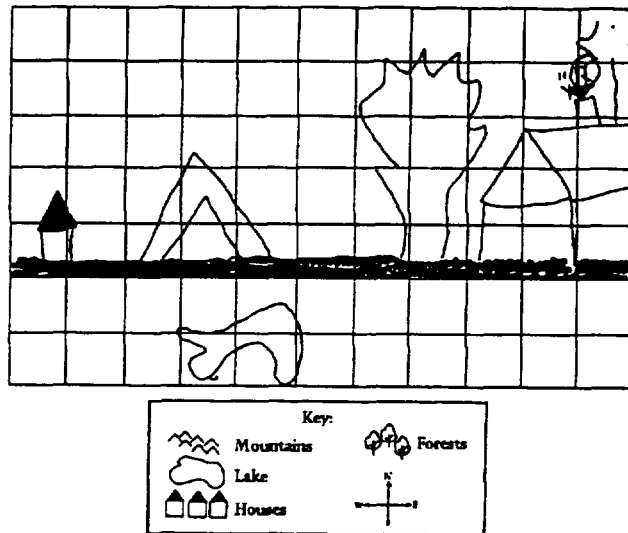
Level:

Partial (2)

## Student Sample Responses

12. 1) In the box below, draw a map of an island.
- 2) On the island, put in the following details:
- Mountains along the west coast
  - A lake in the north
  - Houses along the east coast
  - Forests in the south

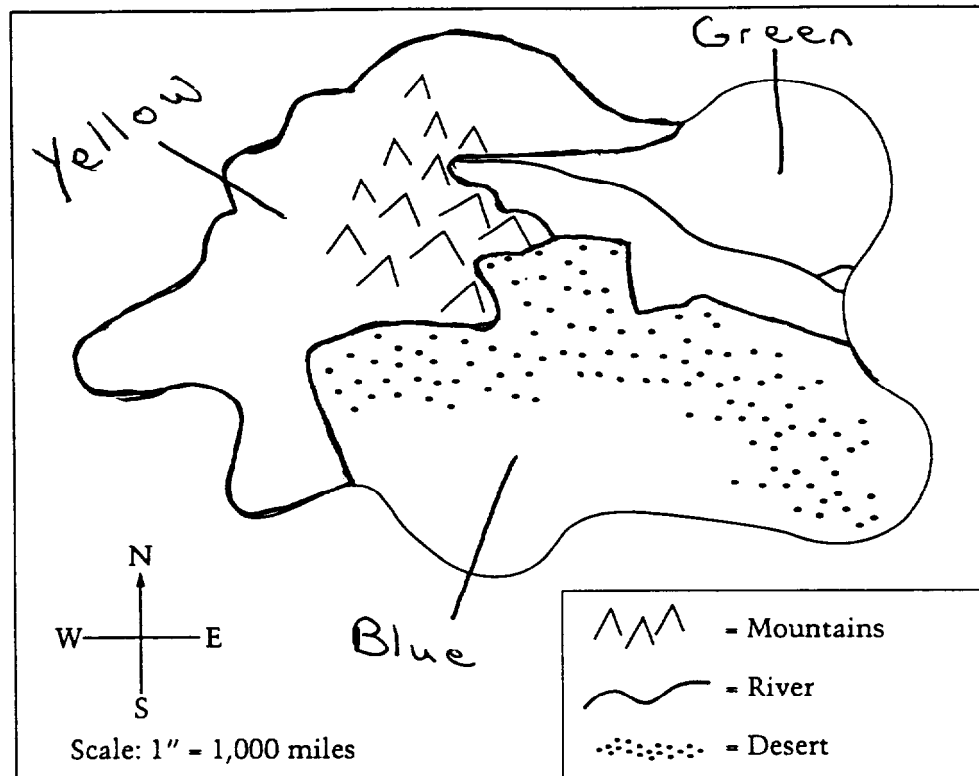
Be sure to use the symbols shown in the key below.  
Use your colored pencils to help you draw the map.



Level:

Inappropriate (1)

Student Sample Responses

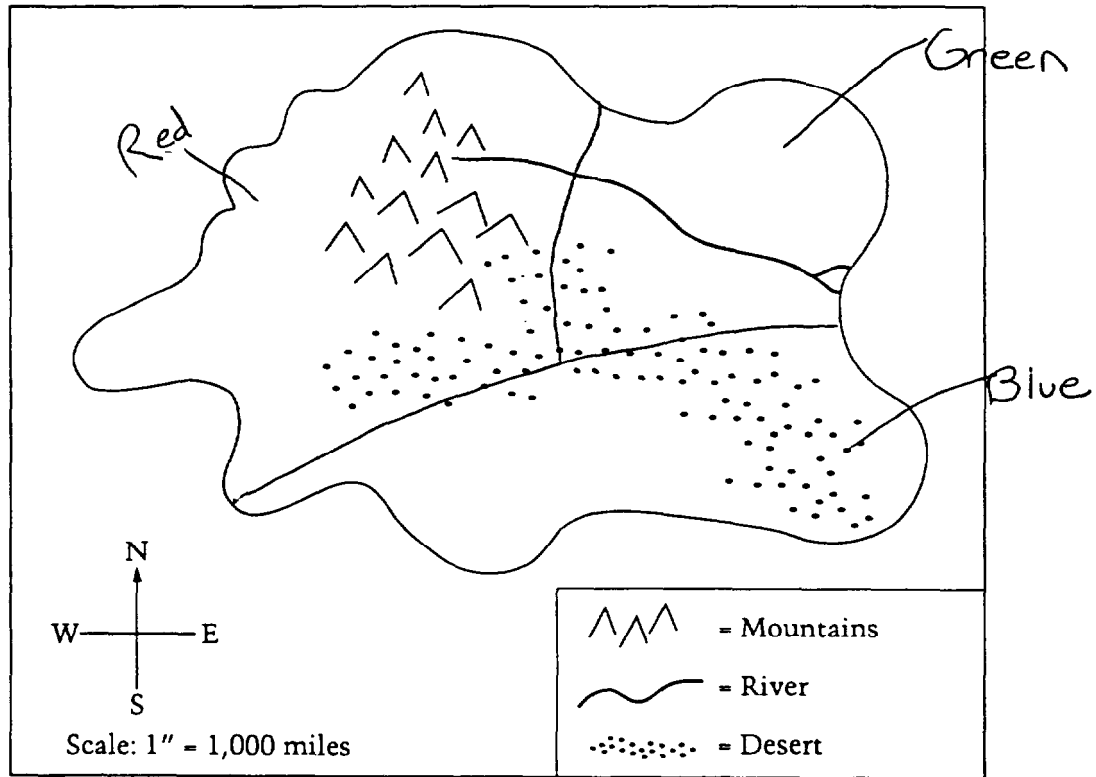


14. Divide the imaginary continent shown above into three countries. The boundaries of these countries should follow the natural features of the continent. Use your colored pencils to draw in the country boundaries and then shade in the three countries in different colors.

**Level:**

**Complete (3)**

Student Sample Responses

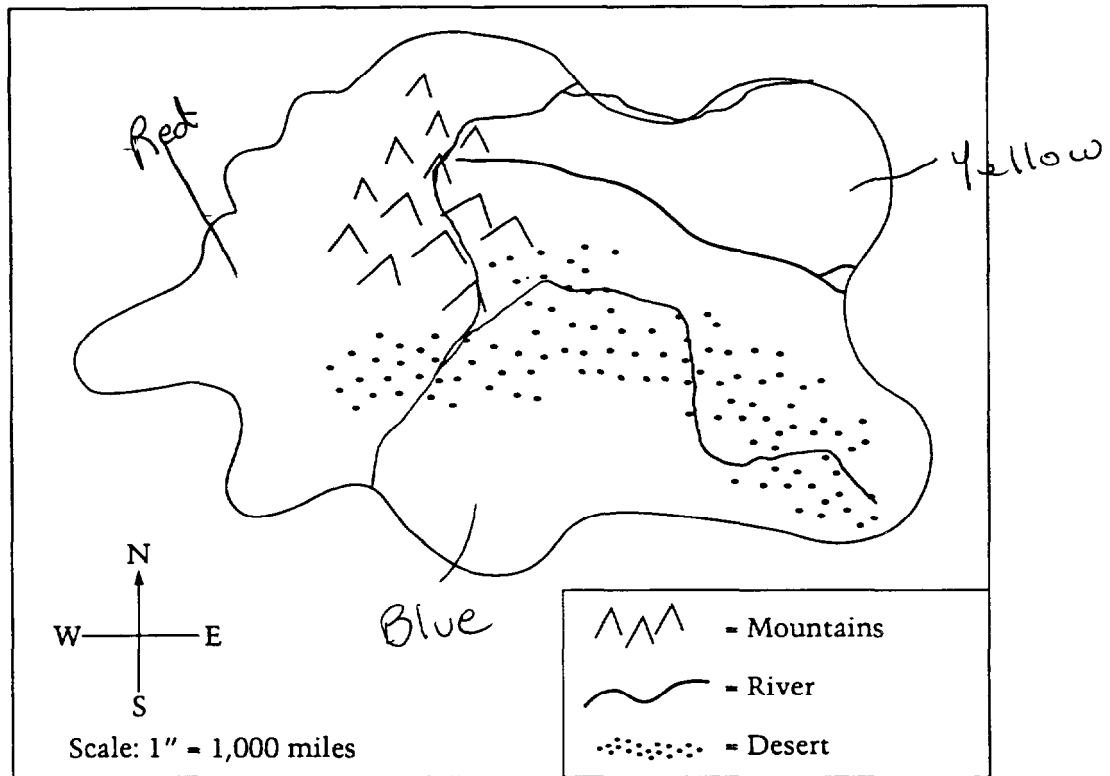


14. Divide the imaginary continent shown above into three countries. The boundaries of these countries should follow the natural features of the continent. Use your colored pencils to draw in the country boundaries and then shade in the three countries in different colors.

Level:

Partial (2)

## Student Sample Responses



14. Divide the imaginary continent shown above into three countries. The boundaries of these countries should follow the natural features of the continent. Use your colored pencils to draw in the country boundaries and then shade in the three countries in different colors.

Level:

Inappropriate (1)

## SECTION 2

## Section 2

In this section, you will have 25 minutes to answer 15 questions. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

Section **2**

1. Tom is able to wear lightweight clothing all year round. He probably lives near the

**A** Arctic Circle

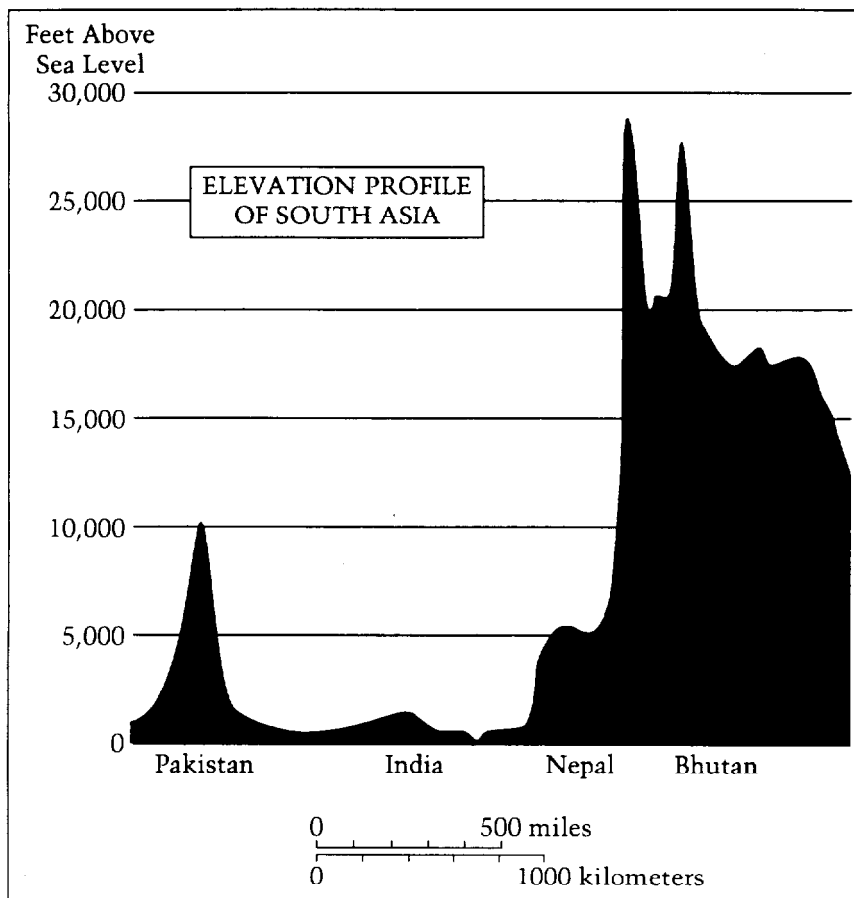
**B** British Isles

**C** South Pole

**D** Equator

KJ000711





SE000715

2. Look at the elevation profile of South Asia. Which country has the lowest average elevation?

A Pakistan  
B India  
C Nepal  
D Bhutan

SE000717

Section 2

3. Many people migrate from one country to another. What is an important reason why many of these people want to leave their countries?

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What is an important reason why people might choose to move to the United States?

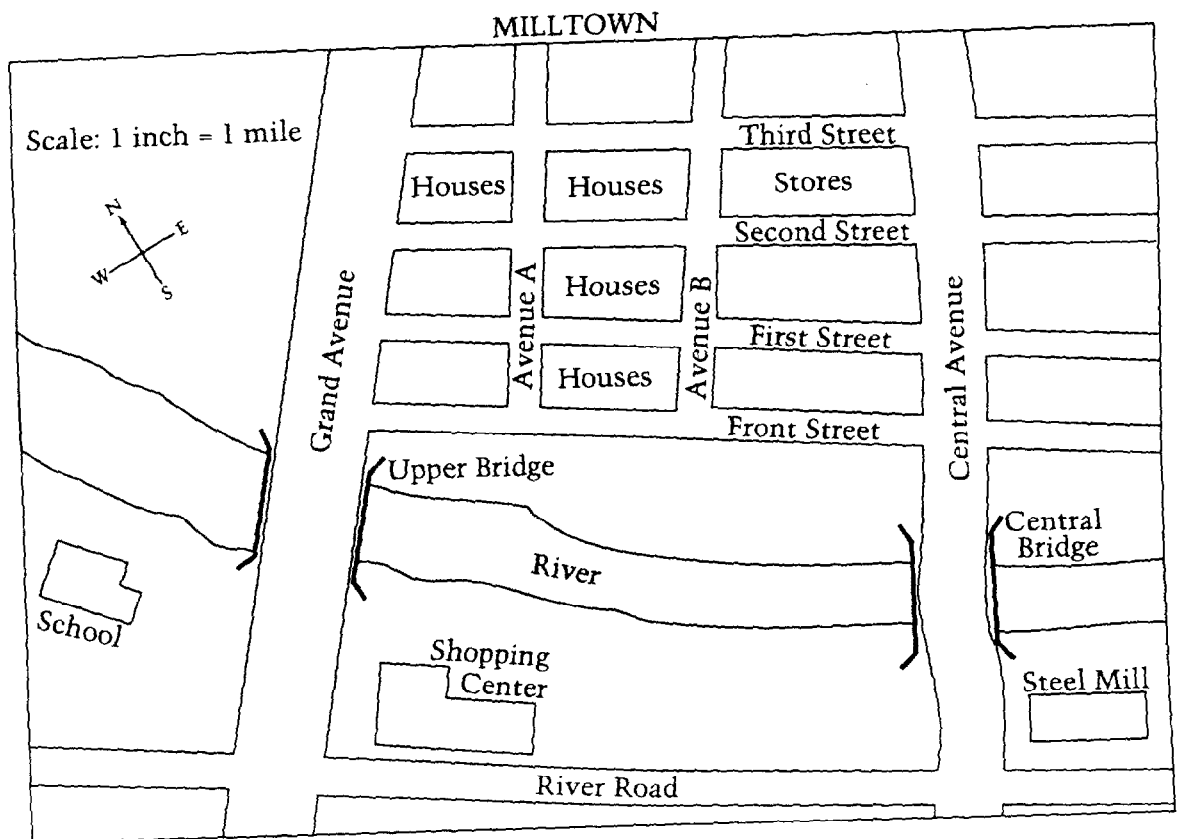
BO001927

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Questions 4-5 refer to the map of Milltown below.



KJ000756

4. If Central Bridge is closed for repairs, what will happen in Milltown?

- A Traffic will move faster.
- B Upper Bridge will have more traffic.
- C Central Avenue will have more traffic.
- D The shopping center will close down.

KJ000757

5. If Central Bridge is closed for repairs, what will probably happen to the steel mill workers who live on Avenue B?

- A They will have to drive farther to work.
- B They will lose their jobs because the mill will close.
- C They will get to work faster.
- D They will have to move south of the river.

KJ000758

**Questions 6-7** refer to the following chart.

MAJOR EXPORTS OF THREE COUNTRIES		
<u>Country A</u>	<u>Country B</u>	<u>Country C</u>
Oil Natural Gas Coconuts	Cars Televisions Cameras	Computers Airplanes Wheat

KJ000759

6. The situation shown in the chart will probably lead to
- A trade among all three countries
  - B trade only between countries A and B
  - C trade only between countries B and C
  - D a decision by each country to produce all nine goods listed

KJ000760

7. Is the United States most likely country A, B, or C?

Give one reason why.

KJ000761

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Questions 8-10 are based on the picture below.

KJ000904



Steve Dunwell/The Image Bank

8. What type of land use does the picture show?

- ☐ A Recreational
- ☐ B Farming
- ☐ C Industrial
- ☐ D Mining

KJ000905

9. Explain how the activity shown in the picture might harm the people who live in the area.

KJ000906

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10. Explain how the activity shown in the picture might help people who live in the area.

KJ000912

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11. WAYS TO GET RID OF WASTE

- Dumping far out in the ocean
- Burning
- Recycling
- Burying in landfills

From the list above, select one method of getting rid of waste and identify one advantage and one disadvantage of this method.

KJ000826

Method of waste disposal: \_\_\_\_\_

Advantage: \_\_\_\_\_

\_\_\_\_\_

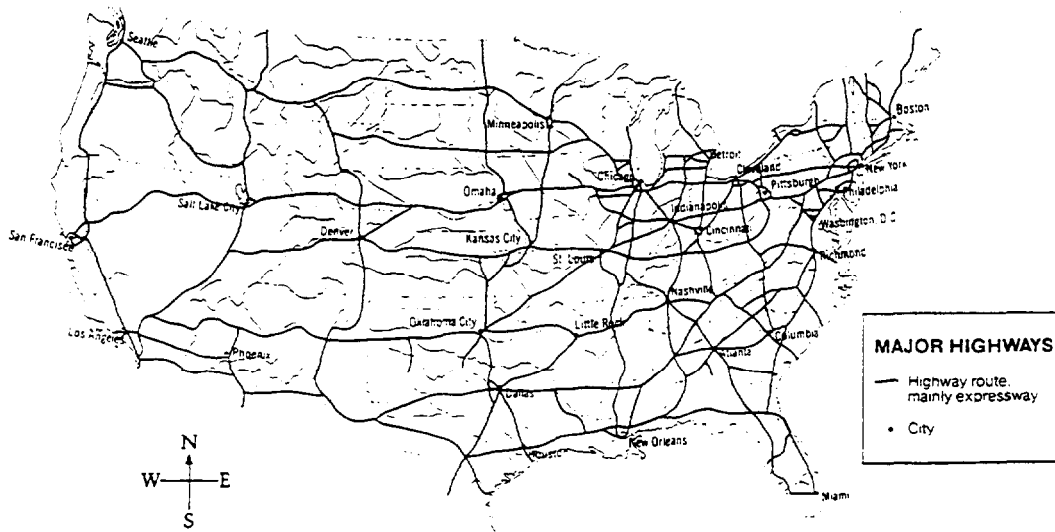
Disadvantage: \_\_\_\_\_

\_\_\_\_\_



Questions 12-13 are based on the highway map below.

BO001961



12. The map shows that one part of the country has more major highways than the other part of the country. Why is this?
- (A) There are more people and cities in the eastern part of the country.
  - (B) It is easier to build highways in the eastern part of the country.
  - (C) Cars are not an important form of transportation in the western part of the country.
  - (D) States are larger in the western part of the country.

BO001962

13. To drive from Los Angeles to Salt Lake City in the most direct way, one would travel
- (A) southeast
  - (B) southwest
  - (C) northeast
  - (D) northwest

BO001963

Section 2

- 14.** Describe two important effects that a major oil spill in an ocean can have on the environment or on people's lives.

BO001930

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- 15.** Many children all over the world know what rock-and-roll music is. What has made this possible?

- A** Most children study foreign languages in school.
- B** Books about rock and roll are now available to all students.
- C** Most schools now teach students about different kinds of music.
- D** Communications systems like television and radio have helped the music spread.

KJ000698



## **NAEP WORLD GEOGRAPHY CLASSIFICATION CODES**

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

**Field 1: AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

**Field 2: CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

**Field 3: SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4: **COGNITIVE LEVEL**

KNOW	Knowing
UNDER	Undemanding
APPLY	Applying

Field 5: **RESPONSE TYPE**

MC	Multiple Choice
SA	Short Constructed-Response
EA	Extended Constructed-Response

Field 6: **RESPONSE FORM**

NA	Not Applicable; Multiple Choice
WRIT	Written Response
PROD	Production
COMB	Combination of Written/Production

Field 7: **STIMULUS TYPE**

MAP	Map
GLOBE	Globe
CHART	Graph/Chart
TABLE	Table
PHOTO	Photograph
ATLAS	Atlas
TEXT	Text
COMBO	Combination
OTHER	Other Stimulus

# 1994 Geography Items

GRADE: 04

BLOCK: 25G6

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE STATUS
1	G010101	LIGHT CLOTHES: WHERE DOES TOM LIVE MC	4	2	2	0.667	P
2	G010201	COUNTRY WITH LOWEST HEIGHT IN S. ASIA MC	2	1	2	0.807	P
3A	G010301	REASON FOR EMIGRATION AND IMMIGRATION OE		3	2	0.538	P
4	G010401	MAP: WHAT HAPPENS WHEN CLOSE BRIDGE MC	2	2	2	0.573	P
5	G010402	MAP: BRIDGE OUT, WHAT DO WORKERS DO MC	1	2	2	0.627	P
6	G010501	WHAT ANALYSIS OF EXPORT CHART SHOWS MC	1	3	2	0.369	P
7A	G010502	U.S. MOST LIKE WHICH COUNTRY OE		3	2	0.387	P
8	G010601	TYPE OF LAND USE SHOWN IN PICTURE MC	3	2	1	0.519	P
9A	G010602	HOW CAN PLANT ACTIVITY HARM PEOPLE OE	2	2	2	0.333	P
10A	G010603	HOW CAN PLANT ACTIVITY HELP PEOPLE OE	2	2	2	0.319	P
11A	G010701	PROS AND CONS OF WASTE DISPOSAL OE		2	3	0.438	P
12	G010801	MAP: WHY MORE ROADS IN EASTERN USA MC	1	3	2	0.594	P
13	G010802	MAP: DIRECTION, L.A. TO SALT LAKE MC	3	3	1	0.608	P
14A	G010901	EFFECTS OF OCEAN OIL SPILL OE		2	2	0.550	P
15	G011001	WHY GLOBAL KNOWLEDGE OF ROCK AND ROLL MC	4	3	2	0.703	P

**Content:** 1 = Space & Place

2 = Environment & Society

3 = Spatial Dynamics & Connections

**Process:** 1 = Knowing

2 = Understanding

3 = Applying

Item Number:	1	Accession	Number:	KJ000711		
Key:	D					
Classification Codes:						
1	II	B	UNDER	MC	NA	NA
Item Number:	2	Accession	Number:	SE000717		
Key:	B					
Classification Codes:						
1	I	A	UNDER	MC	NA	OTHER
Item Number:	3	Accession	Number:	BO001927		
Key:	NONE					
Classification Codes:						
1	III	C	UNDER	EA	WRIT	NA
Item Number:	4	Accession	Number:	KJ000757		
Key:	B					
Classification Codes:						
1	II	A	UNDER	MC	NA	MAP
Item Number:	5	Accession	Number:	KJ000758		
Key:	A					
Classification Codes:						
1	II	A	UNDER	MC	NA	MAP
Item Number:	6	Accession	Number:	KJ000760		
Key:	A					
Classification Codes:						
1	III	C	UNDER	MC	NA	NA
Item Number:	7	Accession	Number:	KJ000761		
Key:	NONE					
Classification Codes:						
1	III	C	UNDER	SA	WRIT	NA
Item Number:	8	Accession	Number:	KJ000905		
Key:	C					
Classification Codes:						
1	II	A	KNOW	MC	NA	NA
Item Number:	9	Accession	Number:	KJ000906		
Key:	NONE					
Classification Codes:						
1	II	A	UNDER	SA	WRIT	NA

Item Number: 10	Accession	Number:	KJ000912	
Key: NONE				
Classification Codes:				
1 II B	UNDER	SA	WRIT	NA
Item Number: 11	Accession	Number:	KJ000826	
Key: NONE				
Classification Codes:				
1 II B	APPLY	SA	WRIT	NA
Item Number: 12	Accession	Number:	BO001962	
Key: A				
Classification Codes:				
1 III B	UNDER	MC	NA	MAP
Item Number: 13	Accession	Number:	BO001963	
Key: C				
Classification Codes:				
1 III B	KNOW	MC	NA	MAP
Item Number: 14	Accession	Number:	BO001930	
Key: NONE				
Classification Codes:				
1 II A	UNDER	SA	WRIT	NA
Item Number: 15	Accession	Number:	KJ000698	
Key: D				
Classification Codes:				
1 III C	UNDER	MC	NA	NA

Q1G6

Item Number: 3

Key: NONE

Accession Number: BO001927

Classification Codes:

1 III C UNDER EA WRIT NA

Many people migrate from one country to another. What is an important reason why many of these people want to leave their countries?

What is an important reason why people might choose to move to the United States?

Rationale Text:

### Scoring Guide

**Scoring Rationale:** Student demonstrates an ability to recognize why people migrate from a country and why they choose to move to the United States.

- 3 - Complete.** The response correctly identifies a reason for migration and a reason for choosing to move to the United States.
- 2 - Partial.** The response identifies either a reason for migration and a reason for choosing to move to the United States.
- 1 - Inappropriate.** The response does not correctly identify a significant reason why people migrate from a country or a reason why people choose to move to the United States.

NB: Both reasons can be from the perspective of the country being left or from the perspective of the United States.

### Credited Responses could include:

#### Reasons for leaving country

- Economic hardship
- Oppression and persecution (political, religious, racial, or ethnic)
- War

#### Reasons for choosing the United States

- Economic Opportunity
- Religious, political, or cultural freedom
- Relatives in the United States
- it allows you to do what you want (freedom)

Note: Do NOT accept:

- they come because there is no crime in the United States
- references to the weather
- references to pollution
- it's a good place to live
- it's a better place



Item Number: NONE

Key: NONE

Accession Number: KJ000759

Classification Codes:

1      NA      NA      NA      NA      NA      TABLE

Questions 6-7 refer to the following chart.

MAJOR EXPORTS OF THREE COUNTRIES		
<u>Country A</u>	<u>Country B</u>	<u>Country C</u>
Oil Natural Gas Coconuts	Cars Televisions Cameras	Computers Airplanes Wheat

Item Number: 7      Key: NONE      Accession Number: KJ000761

Classification Codes:

1      III      C      UNDER      SA      WRIT      NA

Is the United States most likely country A, B, or C?

Give one reason why.

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates an ability to identify country C as the United States based on a list of exports and is able to provide a reasonable justification.

- 3 - Complete.** The response correctly identifies country C and gives one appropriate reason why.
- 2 - Partial.** The response correctly identifies C but gives either no reason why, or an inappropriate reason for the choice.
- 1 - Inappropriate.** The response does not correctly identify C, nor does it provide appropriate reasons why the country chosen would be the United States.

Examples of acceptable responses:

- U.S. is a major producer of these products
- U.S. produces more of the product than it needs

Item Number: NONE

Key: NONE

Accession Number: KJ000904

Classification Codes:

1 NA NA NA NA NA PHOTO

Questions 8-10 are based on the picture below.



Steve Dunwell/The Image Bank

Item Number: 9

Key: NONE

Accession Number: KJ000906

Classification Codes:

1

II

A

UNDER

SA

WRIT

NA

Explain how the activity shown in the picture might harm the people who live in the area.

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates ability to interpret photograph.

- 3 - Complete.** a. Pollution must be obvious or strongly implied and tied to some specific health problem (i.e. damaged lungs, difficult to breathe, death)  
or b. a specific health problem such as those listed above without linking it to pollution  
or c. safety issue (e.g. explosive, flammable, evacuated).
- 1 - Inappropriate.** The response does not identify pollution or any adverse effect.

Item Number: 10

Key: NONE

Accession Number: KJ000912

Classification Codes:

1 II B UNDER SA WRIT NA

Explain how the activity shown in the picture might help people who live in the area.

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates awareness of a benefit stemming from the activity.

**3 - Complete.** The response identifies one benefit of this activity.

**1 - Inappropriate.** The response does not correctly identify any benefit of this activity.

**Credited Responses could include:**

Effects of Activity

- creates jobs
- provides a specific service (e.g., water treatment)
- provides a specific product for people (e.g., water, oil, gas, power) or that product is more readily available

NB: 1 word with no explanation is not credited (e.g., jobs, work)

Item Number: 11      Key: NONE      Accession Number: KJ000826

Classification Codes:

1      II      B      APPLY      SA      WRIT      NA

### WAYS TO GET RID OF WASTE

- Dumping far out in the ocean
- Burning
- Recycling
- Burying in landfills

From the list above, elect one method of getting rid of waste and identify one advantage and one disadvantage of this method.

Method of waste disposal: \_\_\_\_\_

Advantage: \_\_\_\_\_  
\_\_\_\_\_

Disadvantage: \_\_\_\_\_  
\_\_\_\_\_

Rationale Text:  
Scoring Guide

Scoring Rationale: Student demonstrates ability to identify one advantage and one disadvantage of a selected waste disposal method.

- 3 - Complete.** The response accurately describes an advantage and disadvantage of one method of waste disposal. Explanations should be both specific to that method and geographically logical. Correct answers may be drawn from the list given or include some other appropriate response.
- 2 - Partial.** The response describes either an advantage or a disadvantage. Correct answers may be drawn from the list given or include some other appropriate response. If present, the other description is incorrect or trivial, as in, “dumping waste in oceans has no effect on us,” or “it takes a long time to dump waste in oceans”.
- 1 - Inappropriate.** The response does not accurately describe an advantage or a disadvantage of a given method of waste disposal.

Credited Responses could include:

### **Ocean Dumping**

#### **Advantages**

- Easy, low cost solution
- No costly land wasted for landfills
- No unsightly incinerators and landfills
- Requires no technology
- It can't be seen

#### **Disadvantages**

- Kills sea life (fish, birds, plants)
- Destroys fishing industry (especially shellfish)
- Ruins tourism (beaches closed for health and safety reasons)
- Water contamination
- Not all things are recyclable

### **Burning Waste**

#### **Advantages**

- Reduces cost and waste of land used for landfills
- Energy created as a byproduct (steam and electricity)
- Recycling of useful products often accompanies burning
- can be economical option (in some cases, low waste transportation costs)

#### **Disadvantages**

- The production of ash and toxic gases
- Air pollution
- Costly to regulate and check safety of process
- Difficulty finding a location for incinerator
- Opposition to siting

## **Recycling**

### **Advantages**

- Produces less pollution than other methods
- Preserves natural resources (examples include wood, minerals, fuel)
- Reduces waste levels
- Reduce cost and waste of land used for landfills
- New uses for discarded items
- Increases public awareness of waste and pollution
- Encourages manufacturers to produce

### **Disadvantages**

- Achieving the motivation and cooperation required
- Requires public education and enforcement
- Need to find a market for recycled products
- Not all things are recyclable
- Needs initial equipment that may be expensive (economic factor)
- Other types of pollution may be produced during recycling

## **Burying Waste**

### **Advantages**

- Cheap, although only in the short term
- Simple
- Low technology
- In areas with low population density, can be popular with public

### **Disadvantages**

- High costs of transporting waste to distant landfills
- Shortage of affordable and available land
- Contamination of water, soil, and air
- Smell
- Opposition to siting
- Not all products are biodegradable



Item Number: 14

Key: None

Accession Number: BO001930

Classification Codes:

1 II A UNDER SA WRIT NA

Describe two important effects that a major oil spill in an ocean can have on the environment or on people's lives.

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates understanding of two important effects of an oil spill on the environment.

- 3 - Complete.** The response describes two effects of an oil spill in a distant place. Effects described may be environmental (for example, pollutes beaches, pollutes air, kills living organisms), economic (for example, ruins fishing industry, ruins tourist industry), or political (for example, causes disputes over who is responsible for cleanup).
- 2 - Partial.** The response mentions that an oil spill affects the environment or the economy, or has some other effect, but does not explain how.
- 1 - Inappropriate.** The response does not describe any effect of oil spills.

NB: Do not credit "polluting air."

Student Sample Responses

3. Many people migrate from one country to another. What is an important reason why many of these people want to leave their countries?

*Their may be a volcano erupting or a War is starting*

What is an important reason why people might choose to move to the United States?

*The United States you have freedom to do almost anything you want to do.*

Level:

Complete (3)

3. Many people migrate from one country to another. What is an important reason why many of these people want to leave their countries?

*It may not have been good living in the other country.*

What is an important reason why people might choose to move to the United States?

*Because it is a free country.*

Level:

Partial (2)

Student Sample Responses

3. Many people migrate from one country to another. What is an important reason why many of these people want to leave their countries?

Some leave their countries  
because it is winter in there  
country.

What is an important reason why people might choose to move to the United States?

It is warm around the  
United States.

Level:

Inappropriate (1)

Student Sample Responses

7. Is the United States most likely country A, B, or C?

Give one reason why

The United States is probably country C, because the United States is a large producer of Wheat, Airplanes and Computers

Level:

Complete (3)

7. Is the United States most likely county A, B, or C?

Give one reason why.

I think it is C because it has the good things like airplanes and wheat

Level:

Partial (2)

Student Sample Responses

7. Is the United States most likely country A, B, or C?

Give one reason why.

I think Country B is  
most likely the United  
States because we have  
cars, televisions, and cameras  
a-lot.

Level:

Inappropriate (1)

Student Sample Responses

9. Explain how the activity shown in the picture might harm the people who live in the area.

Because of gases and things  
that might be flammable.

Level:

Complete (3)

9. Explain how the activity shown in the picture might harm the people who live in the area.

all of the smoke and gases.

Level:

Inappropriate (1)

Student Sample Responses

10. Explain how the activity shown in the picture might help people who live in the area.

They get paid for working there. And the can buy food to keep them alive.

Level:

Complete (3)

10. Explain how the activity shown in the picture might help people who live in the area.

I don't think it would help them at all. Because it is polluting the air.

Level:

Inappropriate (1)

Student Sample Responses

11.

WAYS TO GET RID OF WASTE

- Dumping far out in the ocean
- Burning
- Recycling
- Burying in landfills

From the list above, select one method of getting rid of waste and identify one advantage and one disadvantage of this method

Method of waste disposal: Dumping far out in the ocean

Advantage: it gets rid of waste  
2 land

Disadvantage: it kills sea animals

Level:

Complete (3)

11.

WAYS TO GET RID OF WASTE

- Dumping far out in the ocean
- Burning
- Recycling
- Burying in landfills

From the list above, select one method of getting rid of waste and identify one advantage and one disadvantage of this method.

Method of waste disposal: Dumping far out in the ocean

Advantage: polluting the ocean

Disadvantage: Killing fish & other animals  
we eat that live in the ocean

Level:

Partial (2)



Student Sample Responses

11. WAYS TO GET RID OF WASTE

- Dumping far out in the ocean
- Burning
- Recycling
- Burying in landfills

From the list above, select one method of getting rid of waste and identify one advantage and one disadvantage of this method.

Method of waste disposal: Recycling

Advantage: Burying in landfills.

Disadvantage: Dumping far out in the ocean

Level:

Inappropriate (1)

Student Sample Responses

14. Describe two important effects that a major oil spill in an ocean can have on the environment or on people's lives.

It could kill animals and people  
It could pollute the air

Level:

Complete (3)

14. Describe two important effects that a major oil spill in an ocean can have on the environment or on people's lives.

Their water could be  
oily. All the fish would and  
sea animals would die

Level:

Partial (2)

14. Describe two important effects that a major oil spill in an ocean can have on the environment or on people's lives.

there would be lots of dirty  
water and dirty plants and  
animals.

Level:

Inappropriate (1)

## SECTION 3

A Section 3

In this section, you will have 25 minutes to answer 14 questions. All questions are based on the atlas that you have been provided. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

For this section you will be working with an atlas. Use the atlas to help you answer all the questions in this section.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

1. Open the atlas to the world map showing land use on page 14.

Which of the following continents has the most manufacturing and trade?

- A Australia
- B Europe
- C Africa
- D South America

BO001934

2. If you wanted to find out which page in the atlas had a map that showed the city of Dakar, where would you look?

- A The World Map Projections pages
- B The Index
- C The World Facts page
- D The Earth Notes page

BO001936

**Questions 3-5** are based on the maps of Africa on pages 60-63 of the atlas.

BO001937

3. Look at the physical map of Africa on page 60. Which region in Africa has the highest elevations?

**A** Northern coast  
**B** Western coast  
**C** Southwestern  
**D** Eastern

BO001938

4. Look at the political map of Africa on page 61. Of the following four cities in southern Africa, which is a national capital?

**A** Luanda, Angola  
**B** Durban, South Africa  
**C** Kananga, Zaire  
**D** Bulawayo, Zimbabwe

BO001939

5. Look first at the political map of Africa on page 61, and then look at the population map on page 63. Which country in West Africa is the most densely populated?

**A** Liberia  
**B** Mauritania  
**C** Mali  
**D** Nigeria

BO001940

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

BO001942

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7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

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Give two reasons why this area of the country is densely populated. BO001944

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8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

BO001945

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9. Look at the world map on pages 6 and 7 of the atlas. What two units of measurement are used on this map to show distance?

- A** Feet and meters  
**B** Miles and kilometers  
**C** Square miles and square kilometers  
**D** Inches and millimeters

BO001946

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

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What is the natural vegetation of this area?

BO001947

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- 11.** Look at the cross section of South America on page 49 of the atlas.  
Which of the following is the highest?

**A** Lake Titicaca  
**B** Gran Chaco  
**C** Parana River  
**D** Brazilian Highlands

BO001948

- 12.** Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

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Name one problem that this can cause for the United States.

BO001949

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**Questions 13-14** are about the world map on pages 8 and 9 of the atlas.

BO001950

**13.** Which of these four countries is crossed by the equator?

- A** Bolivia
- B** Australia
- C** India
- D** Indonesia

BO001951

**14.** Which of these four countries is the furthest south?

- A** South Africa
- B** Uruguay
- C** New Zealand
- D** Zaire

BO001952



## **NAEP WORLD GEOGRAPHY CLASSIFICATION CODES**

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

**Field 1: AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

**Field 2: CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

**Field 3: SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4: **COGNITIVE LEVEL**

KNOW	Knowing
UNDER	Undemanding
APPLY	Applying

Field 5: **RESPONSE TYPE**

MC	Multiple Choice
SA	Short Constructed-Response
EA	Extended Constructed-Response

Field 6: **RESPONSE FORM**

NA	Not Applicable; Multiple Choice
WRIT	Written Response
PROD	Production
COMB	Combination of Written/Production

Field 7: **STIMULUS TYPE**

MAP	Map
GLOBE	Globe
CHART	Graph/Chart
TABLE	Table
PHOTO	Photograph
ATLAS	Atlas
TEXT	Text
COMBO	Combination
OTHER	Other Stimulus

# 1994 Geography Items

GRADE: 04

BLOCK: 25G7

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE
							STATUS
1	G011101	CONTINENT WITH MOST INDUSTRY/TRADE MC	2	3	1	0.549	P
2	G011201	ATLAS: HOW TO FIND DAKAR MC	2	1	1	0.732	P
3	G011301	AFRICA MAP: WHICH REGION IS HIGHEST MC	4	1	1	0.432	P
4	G011302	AFRICA MAP: WHICH IS A CAPITAL MC	1	3	1	0.328	P
5	G011303	AFRICA MAP: MOST DENSE POPULATION MC	4	3	2	0.314	P
6A	G011401	PERSIAN GULF MAP: COUNTRY IMPORTANCE OE	2	3	3	0.350	P
7A	G011501	CHINA MAP: WHY CROWDED IN ONE AREA OE		3	2	0.423	P
8A	G011601	CANADA MAP: WHY ROADS IN SOUTH OE		3	2	0.449	P
9	G011701	WORLD MAP: DISTANCE UNITS MC	2	1	1	0.401	P
10A	G011801	SOUTH AMERICA MAP: WHERE MOST RAIN OE		2	1	0.513	P
11	G011901	S. AMERICA MAP: WHICH PLACE HIGHEST MC	1	1	1	0.330	P
12A	G012001	BAR GRAPH: USE/PRODUCION OF OIL OE		3	3	0.323	P
13	G012101	WORLD MAP: WHICH COUNTRY ON EQUATOR MC	4	1	1	0.298	P
14	G012102	WORLD MAP: COUNTRY FURTHEST SOUTH MC	3	1	1	0.318	P

Content: 1 = Space & Place

2 = Environment & Society

3 = Spatial Dynamics & Connections

Process: 1 = Knowing

2 = Understanding

3 = Applying

Item Number:	1	Accession Number:	BO001934		
Key:	B				
Classification Codes:					
1/2	III	D	KNOW	MC	NA
					ATLAS
Item Number:	2	Accession Number:	BO001936		
Key:	B				
Classification Codes:					
1/2	I	B	KNOW	MC	NA
					ATLAS
Item Number:	3	Accession Number:	BO001938		
Key:	D				
Classification Codes:					
1/2	I	C	KNOW	MC	NA
					ATLAS
Item Number:	4	Accession Number:	BO001939		
Key:	A				
Classification Codes:					
1/2	III	B	KNOW	MC	NA
					ATLAS
Item Number:	5	Accession Number:	BO001940		
Key:	D				
Classification Codes:					
1/2	III	D	UNDER	MC	NA
					ATLAS
Item Number:	6	Accession Number:	BO001942		
Key:	NONE				
Classification Codes:					
1/2	III	B	APPLY	SA	WRIT
					ATLAS
Item Number:	7	Accession Number:	BO001944		
Key:	NONE				
Classification Codes:					
1/2	III	A	UNDER	EA	WRIT
					ATLAS
Item Number:	8	Accession Number:	BO001945		
Key:	NONE				
Classification Codes:					
1/2	III	B	UNDER	SA	WRIT
					ATLAS
Item Number:	9	Accession Number:	BO001946		
Key:	B				
Classification Codes:					
1/2	I	B	KNOW	MC	NA
					ATLAS

Item Number: 10      Accession      Number: BO001947  
Key: NONE  
Classification Codes:  
1/2      II      A      KNOW      SA      WRIT      ATLAS

Item Number: 11      Accession      Number: BO001948  
Key: A  
Classification Codes:  
1/2      I      B      KNOW      MC      NA      ATLAS

Item Number: 12      Accession      Number: BO001949  
Key: NONE  
Classification Codes:  
1/2      III      C      APPLY      SA      WRIT      ATLAS

Item Number: 13      Accession      Number: BO001951  
Key: D  
Classification Codes:  
1/2      I      B      KNOW      MC      NA      ATLAS

Item Number: 14      Accession      Number: BO001952  
Key: C  
Classification Codes:  
1/2      I      B      KNOW      MC      NA      ATLAS

Q12G7

Item Number: 6

Key: NONE

Accession Number: BO001942

Classification Codes:

1/2

III

B

APPLY

SA

WRIT

ATLAS

Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

Rationale Text:

### Scoring Guide

**Scoring Rationale:** Student demonstrates ability to interpret map of Middle East.

- 3 - Complete.** The response mentions the fact that the countries surrounding the Persian Gulf region are important because of the number of oilfields located there.
- 1 - Inappropriate.** The response does not identify any reasons why the Persian Gulf is important to the rest of the world.

Acceptable: petroleum, fossil fuel, oil, crude

Not acceptable: gasoline, oil spill, OPEC, or inaccurate responses such as

- so the ships know where to take the oil
- they need oil



Q12G7

Item Number: 7

Accession Number: BO001944

Key: NONE

Classification Codes:

1/2 III A UNDER EA WRIT ATLAS

Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

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Give two reasons why this area of the country is densely populated.

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### Scoring Guide

**Scoring Rationale:** Student displays an ability to interpret a population and landscape map of China by stating which area of the country is densely populated. The student also demonstrates an understanding of the causes of population density.

- 4 - Complete.** The response correctly identifies an area of population concentration (the east coastal area or Sichuan Basin). It explains this by drawing on two of the explanations given in the list below or gives some other appropriate response.
- 3 - Essential.** The response correctly identifies an area of population concentration (east coastal area or Sichuan Basin). It explains this by stating one of the explanations given in the list below or gives some other appropriate response.
- 2 - Partial.** The response correctly identifies an area of population concentration, but does not correctly explain why the population is concentrated in certain areas in terms of the explanations given or some other appropriate response.
- 1 - Inappropriate.** The response does not correctly identify an area of population concentration as the east coastal area, or the Sichuan Basin, and does not explain the population pattern in terms of the explanations given below or some other appropriate response.

Q12G7

Item Number: 7

Map of China

Accession Number: BO001944

Acceptable areas of population concentration include:

- east coastal area
- southeastern area
- Sichuan Basin
- names of specific cities

### **Influences on Population Distribution**

- Coastal areas have flat land, suitable for building and agriculture  
(flat land = lower or "normal" elevation)
- the coastal area allows trade with other countries
- the area has a lot of business, industry and manufacturing
- Oceans and rivers are important to settlement (if they specify a reason such as transportation, agriculture, household use, industry or fishing)
- Much of China is mountainous or desert and is not suitable to settlement  
(accept "not rocky" or "not dry land")  
\*\* Lump these together as one response--most land unsuitable
- Government administrative center; capital (also major cities)
- the area has a lot of agriculture
- technology
- services
- plenty of food = agriculture
- climate is milder or just climate or nice/better weather
- job availability
- travel
- port
- too poor to leave

NOTE: Response must be specific if they use the word "good". For example, do not accept "good land".

\*\* One word responses were allowed.

List of unacceptable reasons:

- resources (too general)
- tourism
- by the sea, ocean, water (too vague)
- "good land"
- sea life
- elevation
- cheaper
- goods/stuff
- you can get to places
- reputation or being well known
- specific countries they are close to such as Japan

Q12G7

Item Number: 8

Accession Number: BO001945

Classification Code:

1/2 III B UNDER SA WRIT ATLAS

Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

**Scoring Rationale:** Student demonstrates understanding of why Canada's major highways are mostly in the southern part of the country by interpreting information contained in three maps of Canada.

- 3 - **Complete.** The response gives two correct reasons. These may be drawn from the list given or include some other appropriate response.
- 2 - **Partial.** The response gives one correct reason. The second reason, if present, is incorrect or trivial. For example, "people in the North cannot drive."
- 1 - **Inappropriate.** The response does not identify any correct reasons for the concentration of highways in the south.

Credited responses could include:

- the population is concentrated in the south
- Most economic activity is in the south (may mention industry, agriculture, forestry (trees, lumber), livestock, business, ranching OR little or no commercial activity in north
- Climatic conditions make the north less conducive to habitation OR warmer in south
- Proximity to the United States border
- They link major cities
- The south is where the major cities are located

All responses must be based on the map information

One word responses are acceptable

Not Acceptable:

- "activity" (too vague)
- mountainous in north / harder to build roads in the north
- tourism
- "land use"
- iron as an economic activity
- a single city's name, e.g., Windsor

Q12G7

Item Number: 10

Key: NONE

Accession Number: BO001947

Classification Codes:

1/2 II A KNOW SA WRIT ATLAS

Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

What is the natural vegetation of this area?

### **Rationale Text:**

### **Scoring Guide**

**Scoring Rationale:** Using two maps of South America, student demonstrates an ability to determine which area has over 80 inches of rainfall each year and recognizes that the area contains tropical rain forest.

- 3 - Complete.** The response correctly identifies one of the areas shown below. It notes that tropical rain forests or rain forests grow in this area. If rain forest (tropical rain forest) is given as the answer to the 1st part of the question, the second part should contain a description such as trees and shrubs.
- 2 - Partial.** The response correctly identifies the location of the rainiest area or describes the vegetation, but does not do both.
- 1 - Inappropriate.** The response does not correctly identify the rainiest area as the northwest through central. It does not note that tropical rain forests grow in this area.

NB: If the first response is the southwest or Chile, then the type of vegetation should be mixed forest, mediterranean, or high mountain.

### **Credited Responses:**

- area in the north, northwest, northeast, southern Andes region, equator, Amazon basin, Amazon rain forest, or the rain forest region as the rainiest area
- Peru, Ecuador, Columbia, Venezuela, Bolivia, Brazil, Chile
- purple area
- southwest (Chile)

NOTE: If the first response is the southwest or Chile, then the type of natural vegetation should be mixed forest, mediterranean or high mountain.

Accept trees, shrubs and plant as the vegetation ONLY if the area is designated as tropical rain forest or rain forest!

In general, accept a correct response as over-ruling an incorrect one. Look for even incorrect responses to come from the map.

EX: North and East (would accept for North)

North, SW, Alaska and New York (did not accept)

Q12G7

Item Number: 12

Graph showing U.S. oil consumption and production

Accession Number: BO001949

Classification Code:

1/2

III

C

APPLY

SA

WRIT

ATLAS

Using the graph, compare the United States consumption (use) of oil with its production.

Name one problem that this can cause for the United States.

### Scoring Guide:

- 3- Complete.** The response correctly explains that the United States consumes more oil than it produces. It may mention that the United States produces 17-18 quadrillion BTUs but consumes 33-34 quadrillion BTUs. It also explains that this can lead to a problem, such as those listed.

**\*\* Acceptable answers for production range between 15-20 and acceptable answers for consumption range between 30-35. Answers outside this range can not be scored a (3).**

- 2 - Partial.** The response correctly explains that the United States consumes more oil than it produces, or it identifies a problem such as those given **but it does not do both.**

- 3 - Inappropriate.** The response does not explain that the United States uses more oil than it produces. It does not explain that this may cause a problem such as those listed.

GENERAL NOTE: For a (1) they must prove that they do not know, for a (3) they must prove that they do completely understand even if there are minor problems with the language. For borderline 1-2 responses, consider scoring it a (2). If borderline 2-3, consider scoring it at (2).

#### Acceptable responses for the comparison

- actual numbers (as given under score point of 3)
- a difference that is between 10 and 20 quadrillion BTUs  
(EX: We use 17 quadrillion BTUs more than we produce.)
- higher, more or greater if it is clear whether it is consumption or production  
(EX: We use more.)

#### Credited Responses for the problem include:

- Shortages
  - We'll run out
  - We need to buy it or import it
  - Lack of energy or lack of heat
- Dependence on foreign countries
  - have to buy oil from other countries
- Trade imbalance
- High cost of energy

#### Unacceptable Responses for the problem

- We don't have a lot of oil
- Could lose money
- "We use way too much" or responses that indicate a dependence on oil in general, not due to producing less than we consume
- "It is higher" or responses which compare two numbers without clarifying the meaning such as "35 to 18"
- loss of oil
- taxes can go higher
- increases national debt unless it alludes to a trade imbalance
- war by itself
- serious mathematical errors as noted above (either reading graph incorrectly or calculating a difference or percentage without reasonable accuracy)

Student Sample Responses

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

The countries surrounding the Persian Gulf are very important because in that area are working oil fields. Oil is worth a lot of money.

Level:

Complete (3)

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

They get lots of water.

Level:

Inappropriate (1)

Student Sample Responses

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The area that is very densely populated  
ins the eastern coast of china.

Give two reasons why this area of the country is densely populated.

Two reasons this area is densely populated  
because the national capital is near and it  
is close to the water so people can fish

Level:

Complete (4)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The Eastern end of China is the most  
densely populated

Give two reasons why this area of the country is densely populated.

Because it is by the Yellow Sea, and  
it has better climate is why this  
region is so densely populated.

Level:

Essential (3)



Student Sample Responses

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The area that is is Shanghai  
because it has many people

Give two reasons why this area of the country is densely populated.

Many people live there and  
people from other countries  
might go there.

Level:

Partial (2)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

Asia

Give two reasons why this area of the country is densely populated.

more people

Level:

Inappropriate (1)

Student Sample Responses

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

Population, manufacturing, and trade  
are the reasons why the major highways are  
mostly in the southern part of the country

Level:

Complete (3)

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

So they can come to the U.S.  
and trade goods, and other  
things.

Level:

Partial (2)

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

Because Canada is more  
like dry lands

Level:

Inappropriate (1)

Student Sample Responses

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

the North area gets over  
80 inches of rainfall.

What is the natural vegetation of this area?

It is Tropical rain forest

Level:

Complete (3)

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

The southern part of South America

What is the natural vegetation of this area?

Its tropical rainforest

Level:

Partial (2)

Student Sample Responses

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

South America

What is the natural vegetation of this area?

Mixed forest

Level:

Inappropriate (1)

Student Sample Responses

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

The United States consumes more oil than they make.

Name one problem that this can cause for the United States.

If other countries ever refused to sell us oil, we would have an oil shortage.

Level:

Complete (3)

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

It's use is 34 and its production is 18

Name one problem that this can cause for the United States.

not very many factories can be built.

Level:

Partial (2)

Student Sample Responses

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

It is either higher or just about the same.

Name one problem that this can cause for the United States.

It will use more than sold. Could lose money.

Level:

Inappropriate (1)